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Comparing the Performance of Registered and Contractual Teachers of Technical–professional Institutes

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ABSTRACT

This paper aims to compare the performance of registered and contractual teachers of technical-professional institutes in Kurdistan province in 2011. This cross-sectional micro survey is of casual-comparative type. The statistical population of this study included all registered and contractual teachers 290 and students 3300 of technical- professional institutes in Kurdistan province. Based on Cochran formula, the study sample was achieved 549. To gather data, 2 researcher-made questionnaires were made with 50 questions. Questionnaire validity was examined using experts' ideas. To measure its consistency, Cronbach's alpha was used whose value for teacher's questionnaire was 88% and for students it was 94%. To analyze data, an independent t-test was used.
KEYWORDS: Educational Performance, Registered and Contractual Teachers, Technical, Professional Institutes.

1. INTRODUCTION

Nowadays, all the countries in the world seek development. Development scholars believe that development is only possible in the shade of human development, especially in the educational and training context. As pioneers of human development, teachers have key roles. Consistent revolution and changes in different areas have created new expectations and priorities in front of the governments and especially education systems. It seems that modern human is not able to live efficiently without being equipped with the modern and specific knowledge, insights, and abilities. It is expected that education systems do this task. Different education elements have undoubtedly various roles, the most important of which is teachers' role (Yoosefzadeh, 2010). The main function of the university is training professional human force for the society and a basis for national development. Teachers are expert human forces who spread knowledge in the society and the knowledge development is largely dependent on them. So, researches on the effectiveness and quality of teachers' performance is of great importance since it provides a good feedback for analyzing educational issues, basic decision-makings, and strategic plans of educational authorities from one hand; and informs the teachers of universities and other academics about their educational performance to reform their defective methods and improve their teaching quality on the other hand (Ghahramani, 2009). Students' evaluation from teacher's performance and teaching effectiveness is a common way for evaluating teachers' performance which improves their teaching abilities (Spooren, 2007). A good teacher is the one who teaches the ways of learning, thinking, and living to the students and is also careful about self-training and knowledge increase. Such a teacher should be interested in teaching, be well–selected, well–trained, and well-respected to play his role effectively. So, using global experiences is necessary (Tang, 2002).

In this study the performance of registered and contractual teachers of technical–professional institutes will be examined.

2. LITERATURE REVIEW

Evaluating the performance of human resources is a necessity for preserving every organization. Universities are the most remarkable authority for this purpose. Evaluating teachers' performance makes strengths and weaknesses points clear, paving the way for scientific development and reaching academic goals (Bazargan, 2005).

2.1. Educational Performance

The ability of reaching a result or the capability of creating it is called performance which is mostly defined by the efficiency and effectiveness. Performance refers to both action and results. It is also multi-dimensional including the elements of the results and the processes necessary for their achievement. It exists just when the results can be explained, measured or be given to the others. There must be a comparison for identifying performance. Performance can be measured by a number or an expression. Educational performance is a famous technique of using learning rate

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for evaluating teachers (Niknami, 2006). Due to the function of university in human resource education in different scientific areas, the necessity of evaluating educational performance is measured more than before.

2.2. Syllabus

A point that should be regarded before planning syllabus is this that the lessons' texts or educational content that must be taught during a day should be studied first and the key points, golden hints, and new concepts and skills should be written to extract the trivial goals of the lessons. Syllabus refers to planning and organizing activity collections that a teacher provides in relation with educational goals, lesson content, and learners abilities for a specific time period (Mahdian, 2006; Mirzabeigi, 2002).

2.2.1. Active Teaching

Teaching is a process. It is a trend with a start and end point and consistency and continuity are its necessity (Yoosefzadeh, 2010). The teaching in which the student's activity is stressed is active teaching. It is a method in which the student discusses, solves the exercises and problems, and experiences new things during the teaching process. In other words, it is a bilateral interaction between teacher and student. In such methods, the teacher plays the role of guide or conductor. Most of its techniques include cooperation with peers and creating an environment for the growing and seeking thoughts. What a student discusses with the others or learns from other students enables him/her to be dominant on the lessons. The efficiency of active methods compared with inactive methods has been proved. Achieving educational goals in cognitive area in these methods is easier and sooner than inactive methods. They are consistent with educational principals and teach students how to conduct their own education and this capability makes the foundation of consistent teaching. In fact, active methods are the methods in which the student's activity is stimulated in the field of general needs using the methods that follow student's mental revolution and socialization because in this method human mind is considered active. It means that the concepts which are inconsistent with student mind's conceptual system can't be absorbed by it. This method suggests that syllabus quantity should be reduced and its quality should increase. It is proved that the concepts resulting from free researches and learning can better rest in mind and can be used by the student during his/her lifetime , widening his/her curiosity as well. The student learns how to use his/her wisdom and build his imagination and concepts discretely (Yadgarzadeh, 2001).

2.3. Learning Aids

Learning aids refer to all the equipment's that facilitate learning and make it better, effective and consistent. Reasonable variety of learning aids can improve learning quality. Their application depends on teacher's knowledge about learning aids and his/her attitude, interests, and skills in their applications (Shabani, 2009). Nowadays, simple or complex learning aids are used in the educational systems since they have mixed theory and practice and have caused learning consistency and variety in the class. As a connector, learning aids have played their role in education well. It is clear that if the teacher can have enough skills in learning how to use them, their efficiency will duplicate (Ghahramani, 2005).

2.4. Class Management

Class management refers to the leadership of class activities for meeting the goals of each lesson point efficiently which is through planning syllabus , organizing teaching stages, controlling and supervising the activities continuously (Mehrdad, 2005). Teachers can demonstrate themselves by good management and play their roles in a way that invokes favorable cognitive plans in the students' minds (Fontana, 2005; Amirnejad, 2007).

2.5. Evaluating Educational Progress

Evaluation is judgment about the quality or value of something like an educational program, performance or skills of a worker or student. It is regarded while assessing student's educational progress, staff efficiency or the qualification of an employee in the future. Evaluation is correlated with information gathering as well as decision-makings. Evaluation term refers the outcome or the result of a process.

Learning-teaching trend can be claimed when a hierarchy of favorable changes appears in the students and they reach predefined educational goals (Saberian, 2005). Examining effective factors in the advancements of developed countries shows their efficient education system. In every education system, many factors cooperate to yield better learning progresses for the students.

A selection of related literature on these topics is as follows:

In a study titled "investigating the role of emotional intelligence in the performance of faculty members, Noorani (2010) concluded a significant correlation between self-awareness, self-management, social awareness, and

the capability of organizing institute members' relations with their educational performance. This study showed that work environment changes the relation between self-awareness and self-management as a mediator and impacts the correlation of social awareness, and the capability of organizing faculty members' relations with their educational performance. In a research titled "the relation of communicative skills with the performance of institute members of medicine department in Jahrom", Amini (2006) concluded a direct correlation between 2 mentioned variables and recommended familiarity workshops for the teachers with these concepts. In a study titled the attitudes of institute members and students of Birjand Medicine Department toward students' evaluation from teachers, Ziai et al (2009) found the following results: 45% of institute members recognize the impact of these evaluations in teaching as high, 45% recognized it as average, and the rest recognized it as low. 93.3% of the teachers recognized a justification program for the faculty on the ways and goals of evaluations as necessary and 99.3% of the students recognized a justification program as essential before questionnaire distribution. In a study titled "evaluating the syllabus of faculty members of Medicine and Dentistry Department in Babol Town", NikbakhshNovin (2010) concluded that most institute members don't use progressive exams for evaluating students and don't represent their syllabus in a written form. So, it is necessary to plan more for solving their problems and make writing syllabus as a daily routine for the teachers. Satari (2011) studied the relation between teachers' usage from the indices of teaching methods in the science class and students' attitudes toward class quality in the 3rd grade of secondary school in Tabriz. He concluded that in students' ideas, most teachers use active methods in this grade which has improved students' attitudes toward the classes. It means that there is a positive correlation between active methods and the quality of class life. Sattari (2010) studied the effective factors in the lack of using learning aids in learning-teaching process from teachers' view in Mazandaran Province and concluded that the factors like negative attitudes of the teachers toward learning aids and their shortage, students' much population in class, the lack of teachers' expertise in using learning aids, and inefficiency of school management, affect using learning aids at school. Terry and AlanChristoneze (2008) studied the educational performance of university teachers on the academic performance of the students. They concluded that high performance of the teachers improves the academic performance of the students, leading to their progress. The higher the teachers have educational performance, the more students experience educational progresses.

Hunter (2007) offered a model of educational performance evaluation for university teachers and concluded that measuring educational performance can improve teaching quality and help educational policies. It also stimulates teachers for better teaching. Forlich (2009) studied the basic concept of effective syllabus and concluded that effective syllabus is the second success factor in the class along the factors like, utterance way, student involvement in discussions, and correct answering to the students' questions.

In a study titled "an analysis of learning aids provided for the teachers", Whitehead (2009) concluded that the teachers using learning aids have been more successful in transferring the lessons to their students and have communicated with them easier.

3. Research questions

1. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using syllabus?
2. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using active teaching methods?
3. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using learning aids?
4. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in the way of managing class?
5. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using education progress methods?

4. METHODOLOGY

This survey is a micro and casual-comparative study which is cross-sectional as well. The statistical population of this study included all registered and contractual teachers and the students of technical, professional faculties in Kurdistan province. Based on Cochran formula, the study sample was achieved 549. To gather data, 2 researcher-made questionnaires were made with 50 questions. Questionnaire validity was examined using experts' ideas. To measure its consistency, Cronbach's alpha was used for which consistency value of teachers' questionnaire was 88% and for students it was 94%. To analyze data an independent t-test was used.

Table 1. Sample size of teachers after differentiating the faculties

	The number of teachers in the Population	Percent of the total	The number of teachers in sample
Vocational and technical schools for boys, the city of Sanandaj	131	45	74
Vocational and technical schools for girls, the city of Sanandaj.	111	38	62
Vocational and technical schools for boys, the city of Sagez	48	17	29
Total	290	100	165

Table 2. Sample size of students after differentiating the faculties

	The number of student in the Population	Percent of the total	The number of student in sample
Vocational and technical schools for boys, the city of Sanandaj	2000	60	230
Vocational and technical schools for girls, the city of Sanandaj.	900	27	103
Vocational and technical schools for boys, the city of Sagez	400	13	51
Total	3300	100	384

5. DATA ANALYSIS

To analyze data and answer research questions, a t-test was used for independent groups. All research questions were examined from teachers and students ‘views.

Q1. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using syllabus?

The results of T-Test from students' view: based on the results from Leven test in Table 3, variance difference in 2 groups is not significant. So, the results of t-test are interpretable in the case of the equality of both groups' variances.

As seen in Table 3, t value is 7.12 with the significance level of 0.001. So, the null hypothesis is rejected and it can be said that the mean for using syllabus by registered teachers is higher than contractual teachers from students’ views.

Table 3. The results of t-test for comparing the means of using syllabus between registered teachers from students’ view

Descriptive indicators				Leuven test for equal variance			T-Test		
Teachers	Student No	mean	Std deviation		F	sig	t	df	**sig**
Official	384	19.07	4.10	Assuming equal variance	3.05	0.08	7.12	766	0.001
Contract	384	17.02	3.84	Assuming not equal variance			7.12	762.79	0.001

The results of T-Test from teachers' view: based on the Table 4, t value is 1.69 and significance level is 0.093. So, the null hypothesis is not rejected and there is no evidence to say that using syllabus between registered teachers from their own view is different.

Table 4. The results of t-test for comparing the means of using syllabus between registered teachers from teachers’ views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	No	mean	Std deviation		F	sig	t	df	**sig**
Registered	29	21.41	2.84	Assuming equal variance	2.04	0.16	1.69	163	0.093
Contractual	136	20.58	2.48	Assuming not equal variance			1.56	46.93	0.126

Based on the analysis of Q1, from students' view, the mean of registered teachers using syllabus is higher than contractual teachers; but, in teachers' idea, there is not such difference.

Q2. Is there any difference between contractual and registered teachers of technical/professional faculties of Kurdistan in using active teaching methods?

The results of t-test from students' view: based on the results from Leven test in Table 5, variance difference in 2 groups is significant. So, the results of t-test are interpretable in the case of the inequality of both groups ' variances.

As seen in Table 5, t value is 7.82 with the significance level of 0.001. So, the null hypothesis is rejected and with confidence level of 99% it can be said that the mean of using active methods by registered teachers is higher than contractual teachers from students' views.

Table 5. The results of t-test for comparing the means of using active teaching methods between registered and contractual teachers from students' views

Descriptive indicators				**Leuven test for equal variance**			**t-test**		
Teachers	Student No	mean	Std deviation		F	sig	t	df	**sig**
Registered	384	17.27	5.22	Assuming equal variance	4.58	0.03	7.82	766	0.001
Contractual	384	14.43	4.81	Assuming not equal variance			7.82	760.77	0.001

The results of t-test from teachers' view: As seen in Table 6, variance difference in 2 groups is not significant. So, the results of t-test are interpretable in the case of the equality of both groups ' variances.

In Table 6, t value is 0.29 with the significance level of 0.774. So, the null hypothesis is not rejected and it can't be said that the mean of using active methods by registered teachers is higher than contractual teachers from teachers' views.

Table 6. The results of t-test for comparing the means of using active teaching methods between registered and contractual teachers from teachers' views

Descriptive indicators				**Leuven test for equal variance**			**t-test**		
Teachers	No	mean	Std deviation		F	sig	t	df	**sig**
Registered	29	19.68	2.80	Assuming equal variance	1.88	0.17	0.29	163	0.774
Contractual	136	19.50	3.20	Assuming not equal variance			0.31	57.37	0.757

Based on the analysis of Q2, from students' view, the mean of registered teachers using active teaching methods is higher than contractual teachers; but, in teachers' idea, there is not such difference.

Q3. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using learning aids?

The results of t-test from students' view: based on the results from Loon test in

Table 7, variance difference in 2 groups is significant. So, the results of t-test are interpretable in the case of the inequality of both groups ' variances.

As seen in Table 7, t value is 2.61 with the significance level of 0.009. So, the null hypothesis is rejected and with confidence level of 99%, it can be said that the mean of using learning aids by registered teachers is higher than contractual teachers from students' views.

Table 7. The results of t-test for comparing the means of using learning aids between registered and contractual teachers from students' views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	Student No	mean	Std deviation		F	sig	t	df	**sig**
Registered	384	13.56	5.73	Assuming equal variance	8.81	0.003	2.61	766	0.009
Contractual	384	12.53	5.15	Assuming not equal variance			2.61	757.27	0.009

The results of t-test from teachers' view: As seen in Table 4-8, variance difference in 2 groups is significant. So, the results of t-test are interpretable in the case of the inequality of both groups ' variances.

In Table 8, t value is 0.999 with the significance level of 0.321. So, the null hypothesis is not rejected and it can't be said that the mean of using learning aids by registered teachers is higher than contractual teachers from teachers' views.

Table 8. The results of t-test for comparing the means of using learning aids between registered and contractual teachers from teachers' views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	No	mean	Std deviation		F	sig	t	df	**sig**
Registered	29	17.15	3.45	Assuming equal variance	9.88	0.002	0.795	163	0.428
Contractual	136	16.40	5.15	Assuming not equal variance			0.999	75.85	0.321

Based on the analysis of Q3, from students' view, the mean of registered teachers using learning aids is higher than contractual teachers; but, in teachers' idea, there is not such difference.

Q4. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in the way of managing class?

The results of t-test from students' view: based on the results from Leven test in Table 9, variance difference in 2 groups is not significant. So, the results of t-test are interpretable in the case of the equality of both groups ' variances.

As seen in Table 9, t value is 9.86 with the significance level of 0.001. So, the null hypothesis is rejected and it can be said that with the confidence level of 99% the mean of class management by registered teachers is higher than contractual teachers from students' views.

Table 9. The results of t-test for comparing the means of class management between registered teachers from students' views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	Student No	mean	Std deviation		F	sig	t	df	**sig**
Registered	384	18.33	4.37	Assuming equal variance	0.645	0.42	9.86	766	0.001
Contractual	384	15.28	4.20	Assuming not equal variance			9.86	764.79	0.001

The results of t-test from teachers' view: based on the Table 4-10, variance difference in 2 groups is insignificant. So, the results of t-test are interpretable in the case of the equality of both groups ' variances.

In Table 10, t value is -0.162 and significance level is 0.872. So, the null hypothesis is not rejected and there is no evidence to say that class management between registered teachers from their own view is different.

Table 10. The results of t-test for comparing the means of using class management of registered teachers from teachers' views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	No	mean	Std deviation		F	sig	t	df	**sig**
Registered	29	20.15	3.51	Assuming equal variance	3.54	0.062	-0.162	163	0.872
Contractual	136	20.24	3.01	Assuming not equal variance			-0.148	46.39	0.883

Based on the analysis of Q4, from students' view, the mean of registered teachers using class management is higher than contractual teachers; but, in teachers' idea, there is not such difference.

Q5. Is there any difference between contractual and registered teachers of technical/professional institutes of Kurdistan in using educational progress evaluation methods?

The results of t-test from students' view: based on the results from Leven test in Table 11, variance difference in 2 groups is significant. So, the results of t-test are interpretable in the case of the inequality of both groups ' variances.

As seen in Table 11, t value is 7.10 with the significance level of 0.001. So, the null hypothesis is rejected and with confidence level of 99% it can be said that the mean of using educational progress evaluation by registered teachers is higher than contractual teachers from students' views.

Table 11. The results of t-test for comparing the means of using educational progress evaluation between registered and contractual teachers from students' views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	Student No	mean	Std deviation		F	sig	t	df	**sig**
Registered	384	17.52	5.02	Assuming equal variance	6.01	0.001	7.10	766	0.001
Contractual	384	15.05	4.58	Assuming not equal variance			7.10	759.59	0.001

The results of t-test from teachers' view: As seen in Table 4-12, variance difference in 2 groups is not significant. So, the results of t-test are interpretable in the case of the equality of both groups ' variances.

In Table 12, t value is- 0.178 with the significance level of 0.859. So, the null hypothesis is not rejected and it can't be said that the mean of using educational progress evaluation by registered teachers is higher than contractual teachers from teachers' views.

Table 12. The results of t-test for comparing the means of using educational progress evaluation between registered and contractual teachers from teachers' views

Descriptive indicators				Leuven test for equal variance			t-test		
Teachers	No	mean	Std deviation		F	sig	t	df	**sig**
Registered	29	19.32	3.07	Assuming equal variance	1.12	0.29	-0.178	163	0.859
Contractual	136	19.43	3.31	Assuming not equal variance			-0.186	54.65	0.853

Based on the analysis of Q5, from students' view, the mean of registered teachers using educational progress evaluation is higher than contractual teachers; but, in teachers' idea, there is not such difference.

6. Conclusion

The findings of this study showed that registered teachers have more favorable performances compared with contractual teachers. But, in teachers' view there was not such difference in 2 groups. In this study, 5 elements were

regarded for educational performance which all had a significant and direct correlation with the performance of registered teachers but there was not such correlation with contractual teachers. The reason for this finding can stem from teachers 'status regarding job safety and appreciating their vocational situation and education. Contractual teachers have unfavorable work conditions; they receive low wage rather than salary and don't have fixed jobs. Due to the importance of educational performance and advances in the knowledge level of the students, employing expert work force and holding educational programs for them can solve many of these problems.

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